



Educated Choices Program

Oklahoma 7-8 Standards Alignment

The presentations offered by the Educated Choices Program provide support for teaching and learning of the following standards.

| Oklahoma Academic Standards LANGUAGE ARTS 7-8 | | | ECP Presentations | | | | |
|-------------------------------------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|------------------|---------------------------|----------------------|---------------------------------------|
| | | | Environment and Modern Agriculture | Healthful Eating | Modern Animal Agriculture | The Ethics of Eating | Plant-Based / Cell-Based Technologies |
| Grade 7: Speaking and Listening | 7.1.R.2 | Students will actively listen and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective. | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 7.1.R.3 | Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings. | ✓ | ✓ | ✓ | ✓ | ✓ |

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| Grade 8: Speaking and Listening | 8.1.R.2 | Students will actively listen and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective. | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 8.1.R.3 | Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings. | ✓ | ✓ | ✓ | ✓ | ✓ |

| Oklahoma Academic Standards HEALTH 7-8 | | | ECP Presentations | | | | |
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| | | | Environment and Modern Agriculture | Healthful Eating | Modern Animal Agriculture | The Ethics of Eating | Plant-Based / Cell-Based Technologies |
| Health Promotion and Disease Prevention | 1.8.1 | Analyze the relationship between healthy behaviors and personal health. | | ✓ | | ✓ | |
| | 1.8.3 | Analyze how the environment affects personal health. | ✓ | ✓ | | ✓ | ✓ |
| | 1.8.5 | Describe ways to reduce or prevent injuries and other adolescent health problems. | | ✓ | | ✓ | |
| | 1.8.7 | Describe the benefits of and barriers to practicing healthy behaviors. | | ✓ | | ✓ | |
| | 1.8.8 | Examine the likelihood of injury or illness if engaging in unhealthy behaviors. | | ✓ | | ✓ | |

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| Health Promotion and Disease Prevention | 1.8.9 | Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors. | | ✓ | | ✓ | |
| Influence of family, peers, culture, media, and technology | 2.8.1 | Examine how the family influences the health of adolescents. | | ✓ | | ✓ | |
| | 2.8.2 | Describe the influence of culture on health beliefs, practices and behaviors. | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 2.8.3 | Describe how peers influence healthy and unhealthy behaviors. | | ✓ | | ✓ | |
| | 2.8.5 | Analyze how messages from media influence health behaviors. | | ✓ | | ✓ | |
| | 2.8.7 | Explain how the perceptions of norms influence healthy and unhealthy behaviors. | | ✓ | | ✓ | |
| | 2.8.8 | Explain the influence of personal values and beliefs on individual health practices and behaviors. | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Access valid information | 3.8.1 | Analyze the validity of health information, products and services. | | ✓ | | ✓ |

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| Access valid information | 3.8.2 | Access valid health information from home, school, and community. | | ✓ | | ✓ | ✓ |
| Decision-Making Skills | 5.8.1 | Identify circumstances that can help or hinder healthy decision-making. | | ✓ | | ✓ | |
| | 5.8.2 | Determine when health-related situations require the application of decision-making skills. | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 5.8.4 | Distinguish between healthy and unhealthy alternatives of health-related decisions. | | ✓ | | ✓ | |
| | 5.8.5 | Predict the potential short-term impact of healthy and unhealthy alternatives to a health-related decision. | | ✓ | | ✓ | |
| | 5.8.7 | Analyze the outcomes of a health-related decision. | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Practice Health-Enhancing Behaviors | 7.8.1 | Explain the importance of assuming responsibility for personal health behaviors. | ✓ | ✓ | ✓ | ✓ |

| Next Generation Science Standards SCIENCE 7-8 | | | ECP Presentations | | | | |
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| | | | Environment and Modern Agriculture | Healthful Eating | Modern Animal Agriculture | The Ethics of Eating | Plant-Based / Cell-Based Technologies |
| Life Science | MS-LS2-1 | Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. | ✓ | | | ✓ | ✓ |
| | MS-LS2-4 | Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. | ✓ | | | ✓ | |
| | MS-LS2-5 | Evaluate competing design solutions for maintaining biodiversity and ecosystem services. | | | | | ✓ |
| Earth and Space Sciences | MS-ESS3-3 | Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. | ✓ | | | ✓ | ✓ |
| | MS-ESS3-4 | Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems. | ✓ | | | ✓ | |

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| Earth and Space Sciences | MS-ESS3-5 | Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century. | ✓ | | | ✓ | ✓ |
| Engineering, Technology, and Applications of Science | MS-ETS1-1 | Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. | ✓ | ✓ | ✓ | ✓ | ✓ |